



## FITS Curriculum Acceptance Criteria

The criteria for the FITS training should always include the three concepts of Scenario Based Training (SBT), Single Pilot Resource Management (SRM), and Learner Centered Grading. Additionally, FITS syllabus and curriculum should not be delivered unless the flight instructor has completed the "FITS Master Instructor Syllabus" available on the FAA FITS website [http://www.faa.gov/education\\_research/training/fits/](http://www.faa.gov/education_research/training/fits/). This syllabus is generic in nature and is designed to help the instructor learn how to apply the FITS principles in day-to-day instructional scenarios. A description of the key FITS principles follows.

Scenario Based Training – SBT is a training system that uses a structured script of "real world" scenarios to address flight-training objectives in an operational environment. Such training can include initial training, transition training, upgrade training, recurrent training, and special training. The appropriate term should appear with the term "Scenario Based," e.g., "Scenario Based Transition Training," to reflect the specific application.

SBT should be deployed throughout the syllabus in accordance with the guidance contained in the appropriate Generic Master Syllabus (Transition, Instructor, Recurrent, Private/Instrument, etc.) that can be found on the FAA FITS website. Scenarios should be adapted to the aircraft, its specific flight characteristics and the likely flight environment, and should always require the pilot to make real-time decisions in a realistic setting. The scenarios should always be planned and led by the student (with the exception of the first flight or two or until the student has developed the required skills).

Single Pilot Resource Management (SRM)– The art and science of single pilot management of all the available resources to ensure that the successful outcome of the flight is never in doubt. The primary emphasis will be on integrating the developing and enhancement of the mental process and underlying thinking skills needed by the pilot to consistently determine the best course of action in response to a given set of circumstances. SRM integrates all of the following concepts:

- Aeronautical Decision Making and Risk Management
- Automation Management
- Task Management
- Situational Awareness
- Controlled Flight Into Terrain (CFIT) Awareness

SRM should figure into every phase of every scenario. While a manufacturer's curriculum may only utilize a pre-flight risk management form or system, SRM will be a graded item during pre-flight, pre-takeoff, takeoff, climb, cruise, descent, approach, and landing. SRM is clearly defined as Task Management, Automation Management, Risk management, Aeronautical Decision Making, Situational Awareness, and CFIT Awareness. Those parts of SRM appropriate to each phase of flight will be graded during each segment. The specific desired outcomes are included in the FITS Master Learning Outcomes List contained towards the end of all FITS generic syllabi.

Learner (Student) Centered Grading - Desired Pilot in Training (PT) Scenario Outcomes

(1) The objective of scenario-based training is a change in the thought processes, habits, and behaviors of the students during the planning and execution of the scenario. Since the training is learner centered, the success of the training is measured in the following desired student outcomes.

(a) Maneuver Grades (Tasks)

- Describe – at the completion of the scenario, the PT will be able to describe the physical characteristics and cognitive elements of the scenario activities. Instructor assistance is required to successfully execute the maneuver.
- Explain – at the completion of the scenario the learner will be able to describe the scenario activity and understand the underlying concepts, principles, and procedures that comprise the activity. Instructor assistance is required to successfully execute the maneuver.
- Practice – at the completion of the scenario the student will be able to plan and execute the scenario. Coaching, instruction, and/or assistance from the CFI will correct deviations and errors identified by the CFI.
- Perform - at the completion of the scenario, the PT will be able to perform the activity without assistance from the CFI. Errors and deviations will be identified and corrected by the PT in an expeditious manner. At no time will the successful completion of the activity be in doubt. ("Perform" will be used to signify that the PT is satisfactorily demonstrating proficiency in traditional piloting and systems operation skills)
- Not Observed – Any event not accomplished or required

(b) Single Pilot Resource Management (SRM) Grades

- Explain – the student can verbally identify, describe, and understand the risks inherent in the flight scenario. The student will need to be prompted to identify risks and make decisions.
- Practice – the student is able to identify, understand, and apply SRM principles to the actual flight situation. Coaching, instruction, and/or assistance from the CFI will quickly correct minor deviations and errors identified by the CFI. The student will be an active decision maker.
- Manage/Decide - the student can correctly gather the most important data available both within and outside the cockpit, identify possible courses of action, evaluate the risk inherent in each course of action, and make the appropriate decision. Instructor intervention is not required for the safe completion of the flight.

(2) Grading will be conducted independently by the student and the instructor, then compared during the post flight critique.

(3) Learner centered grading (outcomes assessment) is a vital part of the FITS concept. Previous syllabi and curriculum have depended on a grading scale designed to maximize student management and ease of instructor use. Thus the traditional: "excellent, good, fair, poor" or "exceeds standards, meets standards, needs more training" often meet the instructor's needs but not the student's. The learner centered grading described above is a way for the instructor and student to determine the student's level of knowledge and understanding. "Perform" is used to describe proficiency in a skill item such as an approach or landing. "Manage-Decide" is used to

describe proficiency in the SRM area such as ADM. Explain, and practice are used to describe student learning levels below proficiency in both.

- (4) Grading should be progressive. During each flight, the student should achieve a new level of learning (e.g. flight one, the automation management area, might be an "explain" item by flight three a "practice" item, and by flight five a "manage-decide" item).

A manufacturer-developed curriculum that uses the Generic FITS syllabi (found on the FAA FITS website) as its basis should have no trouble gaining FITS acceptance. FITS acceptance is achieved by submitting an aircraft/manufacturer specific curriculum to:

FITS Program Manager,  
800 Independence Avenue, SW, Washington DC, 20591  
202 -267-8212

Use of the FITS logo.

Once recognized, manufacturers and training providers are free to use the FITS Logo on "FITS recognized" curriculums and in advertising about that particular curriculum. The FITS logo will not be used in relationship to non-FITS products.